

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on September 20, 2011, from 9:30 am – 3:30 p.m.

Members Present

Lisa Aaroe
Lisa Bernier
M. Diane Bruening, Ed.D.
Susan Douglas
Robert Hill, Ed.S.
Sharon Lynch
Dr. Ida Malian
Kathy McDonald
Kimberly A. Peaslee
Laura Schweers
Ralph Tillapaugh
Kay B. Turner, Ed.D, Co-Chair
Valerie VanAuker
Nancy K. Williams, Co-Chair

Others Present

Cyndi Bolewski, ADE/ESS
Kathleen Coloma, ADE/ECSE
Joan McDonald, ADE/ESS
Jeannette Zemeida, ADE/ESS

Members Absent

Ronald L. Clanton
Gail Jacobs, Ed.D., Vice-Chairperson

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Nancy Williams, Co-Chair, called the meeting to order at 9:30 a.m.	1. None.
2. Approval of June 21, 2011 minutes.	Sue Douglas made a motion which was seconded by Dr. Kay Turner to approve the minutes of the May 17, 2011 meeting. The motion was approved.	2. Motion carried.
3. Public comment.	Dr. Turner welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.
4. Arizona Department of Education (ADE), Exceptional Student Services (ESS)	Ms. Williams introduced Joan McDonald, the new Deputy Associate Superintendent, Arizona Department of Education, Exceptional Students Services (ADE/ESS). Ms. McDonald gave the Panel a brief description of her previous career experience. Panel members introduced themselves to Ms. McDonald. Sarah Galetti, Education Program Administrator, Standards Development and Assessment reported to the Panel on PARCC (Partnership for Assessment of Readiness for College and Careers) and Common Core Standards. Arizona has adopted the Common State Standards. Those standards are going to be fully implemented in the 2013-2014 school year in public schools across the state. The standards will be assessment for the first time in the 2014-2015 school year. PARCC is Arizona's assessment consortium. There are 24 states, plus the District of Columbia, included in this consortium. Arizona is a governing state. This means that the state has a voice in how the program will look. Arizona will be participating in the pilot of the assessments. Ms. Galetti provided the Panel with a flow chart of the model and explained the contents. The model consists of 4 components: Diagnostic Assessment Early indicator of student knowledge and skills Mid-Year Assessment Performance-based Performance-Based Assessment (PBA)	4. Motion approved.

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	<p>End-of-Year Assessment Innovative, computer-based items</p> <p>The first 2 assessments do not count towards a student's summative score. At this point, they are optional diagnostic assessments.</p> <p>Teachers will also be required to give a Speaking and Listening assessment around mid-school year. This will not count towards a student's summative score. This is designed to give teachers more information to inform their classroom instruction.</p> <p>The summative score will be made up of the last 2 assessments. The End-of Year Assessment is still being developed.</p> <p>The new assessment will replace AIMS in the 2014-2015 school year for all grade levels 3-12. The new test hasn't been named yet.</p> <p>Students who currently participate in AIMS-A will be given a separate assessment that is currently being developed with a multistate consortium along with the National Center on Educational Outcomes.</p> <p><i>(Kathy McDonald arrived at 9:50 am)</i></p> <p>Committee members include Roberta Alley, Deputy Associate Superintendent, Accountability and Leila Williams, Director of Alternate Assessment, Exceptional Student Services.</p> <p>Ms. Galetti fielded questions from the Panel. [Questions listed at end of minutes in a separate attachment].</p> <p>The PARCC website is parcconline.org. Individuals can register to receive e-mail alerts.</p> <p>Ms. Williams suggested that Common Core Standard Assessment be added as a standing agenda item. It was moved by Ida Malian and seconded by Dr. Turner. The motion was approved.</p> <p>Ms. Williams suggested that Panel members send their questions regarding the Assessment to Jeannette Zemeida. Ms. McDonald will look into having a SEAP webmail address created.</p> <p>Ms. McDonald reported on ESS activities.</p> <p>There were 731 participants at the 2011 Director's Institute. Ms. McDonald has received a lot</p>	

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	<p>of positive feedback from participants.</p> <p>Robert Hill suggested that ESS invite SEAP parents to the Director's Institute and waive their registration fees.</p> <p>The 2011 Transition Conference is scheduled for Oct. 3-5, 2011. There are 824 registered participants. Registration is closed.</p> <p>Panel members asked about recording sessions at the conference. This is not an option for the current conference. This may be something that ESS can address for future conferences.</p> <p>Several units within ADE are being restructured. Ms. McDonald provided the Panel with a draft of the ESS organizational chart. Several areas within ESS have been redistributed to alternate Directors. Dispute Resolution will no longer be located in ESS. It has been assigned to the Legislative Advocacy and Public Policy Unit.</p> <p>The expenditure of ARRA (American Reinvestment and Recovery Act) funds has to be completed by September 30, 2011. 99.11% of the Part C funds have already been committed and expended. 99.92% of the Part B funds have been committed. ADE may have to return a small portion of the ARRA funds. It should be less than .5%. The majority of the funds were spent on technology.</p> <p>Cynthia Bolewski, Director, Arizona Department of Education, Exceptional Students Services (ADE/ESS) updated the Panel on FFY 2010 Annual Performance Report (APR) Indicators.</p> <p>Ms. Bolewski provided the Panel with a list of resources for Indicators 9 and 10. These indicators address disproportionality. Ms. Bolewski asked Panel members to review the list of resources. This list will be given to public education agencies (PEAs) when the PEAs' data are flagged for disproportionality.</p> <p>Mr. Hill suggested that the resource list be shared with all PEAs so that they have the list prior to being penalized on their monitoring. He thought it could possibly prevent some districts from making errors on disproportionality reporting.</p> <p>FFY APR 2010 will be submitted by February 1, 2012.</p> <p>Indicator Updates:</p> <p>Indicator 5: School-Aged Placements</p>	

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	<p>Indicator 5C – public or private separate schools, residential placements, homebound or hospital placements</p> <p>Target = 1.7% Results – 2.6% (did not meet target, but progress was made) FFY 2009 APR = 2.65%</p> <p>Ms. Bolewski reviewed the service code breakdowns with the Panel.</p> <p>Panel members discussed the need for public day schools.</p> <p><i>(Robert Hill left at 11:30 am lunch break.)</i></p> <p><i>(Lisa Aaroe left at 11:30 am lunch break.)</i></p> <p>Meeting readjourned at 12:16 pm.</p> <p>Indicator 6: Preschool LRE</p> <p>OSEP (Office of Special Education Programs) has given states a firm confirmation that they will not have to report on Indicator 6 data.</p> <p>School year 2010-2011 data: Results 6A = 48.5% Results 6B = 44.9%</p> <p>Ms. Bolewski reviewed the service code breakdowns with the Panel. Ms. Bolewski shared comments from Valerie Andrews James, Director, Early Childhood Special Education (ECSE), who was unable to attend the meeting.</p> <p><i>(Robert Hill returned to the meeting at 12:35 pm.)</i></p> <p>Indicator 8: Parent Involvement</p> <p>Ms. Bolewski provided the Panel with a draft of the information that will be submitted for Indicator 8. Most of the information was finalized as of the date of the SEAP meeting.</p> <p>Target: 50% Results: 57%</p>	

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	<p>Ms. Bolewski reported that the slippage from 85% in FFY 2009 to 57% in FFY 2010 was due to the fact that a different co-hort is surveyed each year. Monitoring is on a six year cycle so a different group of PEAs is surveyed each year.</p> <p>Indicator 11: Evaluation Timelines</p> <p>Target: 100% Results: 97% (Preliminary results)</p> <p>The results are preliminary because another review of the data will be done prior to submission of the APR.</p> <p>Ms. McDonald gave a brief report on the annual report on Due Process, Mediation, and Complaints for FFY 2010.</p> <p>Complaints: Received 101 complaints 19 were voluntarily withdrawn Issued 81 investigative reports 1 complaint was pending at the end of the reporting period.</p> <p>Due Process: Received 56 requests 34 opted to go through the resolution session process 6 went through a fully adjudicated hearing</p> <p>Panel members asked that Kacey Gregson give the full report on these issues at the March meeting.</p> <p>Indicator 16: Complaint Timelines</p> <p>FY 09 – 74 signed, written complaints FY 10 – 81 signed, written complaints</p> <p>Results: 100%</p> <p>Indicator 17: Due Process Timelines</p> <p>FY 09 – 7 fully adjudicated hearings FY 10 – 6 fully adjudicated hearings</p>	

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	Results: 100%	
	Indicator 18: Resolution Session Effectiveness	
	Due process hearing requests that went to resolution sessions and were resolved FY 09 – 38 FY 10 – 34	
	Results: 56%	
	Indicator 19: Mediation Agreements	
	FY 09 – 42 FY 10 – 29	
	Results: 69%	
	Ms. McDonald reported that ESS was seeing an increase in advocates being asked to be part of the mediation process. This may be one of the reasons that mediation isn't as successful.	
	Ms. McDonald and Ms. Bolewski fielded questions from the Panel.	
	Following a question by a Panel member, Ms. McDonald informed the Panel that ADE/ESS is working with the Center for Disability Law to address high school graduation requirements. The technical assistance document for graduation requirements was pulled earlier this year until this issue is resolved. Panel members asked that they be kept informed of future developments on this issue.	
5. Early Childhood Special Education (ECSE)	Kathy Coloma, Program Specialist, Early Childhood Special Education (ECSE) updated the Panel on ECSE activities.	
	ECSE sponsored the Early Childhood Education Boot Camp in June. Attendees included teachers from school districts head starts, and private preschools.	
	ECSE had a strand at the Director's Institute.	
	There are 3 indicators that address early childhood in the SPP/APR. Preschool Outcomes (Indicator 7) is tied to Teaching Strategies GOLD. As of July 1, 2011 Teaching Strategies GOLD became Arizona's official preschool assessment instrument. Over 100 trainings have	

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	taken place throughout the state since February.	
	Ms. Coloma briefly reviewed Indicator 12: Early Intervention Transition. The results last year were at 93%; this year ECSE is anticipating 98% In-By-3 results.	
	Ms. Coloma provided Panel members with a copy of the ECSE newsletter which can be found on their website: http://www.azed.gov/early-childhood/preschool/ .	
	The Arizona Department of Education Early Childhood Education Unit will begin the process of revising and realigning the Arizona Early Learning Standards for children 3-5 years old. Information on joining the workgroup can be found on the above website.	
	Ms. Coloma fielded questions from the Panel.	
6. Special Education Advisory Panel (SEAP)	<p>Panel members broke into groups to review the 2010-2011 minutes in order to create the Annual Report.</p> <p>Valerie VanAuker and Nancy Williams will compile the information provided by the workshops.</p> <p><i>(Kim Peaslee, Diane Bruening and Robert Hill left the meeting at 2:00 pm)</i></p> <p>Ms. Williams asked if the SEAP Autism Survey results had been sent out on the Special Education Listserv. This hasn't been done yet due to the recent change in the ESS Director. Joan McDonald will work with Jeannette Zemeida to get this done.</p> <p>Dr. Malian informed the Panel that a colleague is encouraging her to publish the results of the survey due to the unique nature of how the information was gathered. Panel members and Ms. McDonald approved the request.</p> <p>Ms. Williams had to leave the June SEAP meeting early and asked for follow-up on the Indicator 1 position letter. Panel members couldn't remember who was going to submit the letter. Ms. Williams will contact Teri Rademacher, former SEAP co-chair, for more information.</p> <p>The letter will need to be sent to the Arizona State Board for approval. It was determined that the letter will be sent to the State Board for their review at their October meeting.</p> <p>Ms. McDonald reported that recommendations for new SEAP members had been submitted to the State Board. All current SEAP members who reapplied had been recommended for approval. Recommendations for new members are: Amanda Heyser, Leanne Murillo, and Kim Skrentny. There were no applicants from a Child Welfare Agency.</p>	6. Motion carried.

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	<p>Ms. McDonald informed the Panel that the State Board had asked her for a list of geographical representation. Panel members informed her that many of them represent individuals throughout the state, not just the individual's personal geographic location.</p> <p><i>(Ida Malian left the meeting at 2:33 pm)</i></p>	
8. Members Reports from the Field	<p>Lisa Bernier. Over the Summer she presented at special education workshops. Proportionate share numbers in districts are different, depending on how many private schools there are and how large the district is. A problem private schools are facing is getting related services in elementary schools. A lot of districts are requiring the students be bused to a district school. Private school students can miss an entire school day when they have to be transported to and from their school. Private schools are trying to find students the services they need in the most optimum setting without having an adversarial relationship with the school district. She doesn't have this issue since she is in a high school district, but a lot of elementary schools do have this issue.</p> <p>Laura Schweers. Project SEARCH is in its third year. There are two cohorts: a young adult program with 7 interns and a high school program with 12 interns. She is hoping to develop another site at the University of Arizona.</p> <p>Project SEARCH is working with a group in Maricopa County. They are trying to find a host business to start a program serving young adults. They met with a company in Tempe and may be signing a Memo of Understanding (MOU) with them soon. They are also looking at some local hospitals.</p> <p>Tucson Unified School District just started a program at the University of Arizona. It's called Project Focus. This is a 13-credit program for students who may need a couple of graduation requirements. Students take the classes on the U of A campus (while in high school) in order to give them a glimpse of the university experience. This program is currently only available to Tucson USD students.</p> <p>Sue Douglas. Her school, Mesa Arts Academy, received an Outstanding Math Achievement award. They are one of the top 5 schools in the state. The school has seven new special education students this year.</p> <p>Charters are very active and very concerned about introducing the common core standards. Charter schools find it challenging to get their teachers trained.</p> <p>Nancy Williams. Special education teachers are feeling overwhelmed with all the additional</p>	8. None

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	<p>requirements and implementing common core standards.</p> <p>Kay Turner. Humboldt USD has been declining approximately 1% each school year since the recession began. However, the special education population is staying level. There has been an increase in the more severe disabilities. Behavioral health issues are becoming more and more consuming.</p> <p>Humboldt USD has 3 of their students attending the University of Eastern New Mexico. It has an amazing 18-month program for students with special needs. Vocational Rehabilitation is paying for the students to attend. Students are taking college classes and coming out of the program with life skills.</p> <p>Sharon Lynch. She is involved with the Native American Grants School Association (NAGSA). Her uncle is a consultant for the organization. She has been suggesting different resources to him so that NAGSA can promote autism awareness to the Navajo schools. A lot of them are beginning to see a lot more of their children diagnosed with autism.</p> <p>Ralph Tillapaugh. Of the Arizona Dept. of Corrections inmates under the age of 22 that are enrolled, currently 40% of them are special education. There are approx. 488 inmates enrolled under the age of 22. School records are difficult to retrieve from their previous schools. ADC has sent approx. 400 requests for records this year. Last year they sent out over 1,000 requests. How can they find out if the students have graduated? Ms. McDonald gave him some ideas of how to use the SAIS system to find out the information.</p> <p>Valerie VanAuker. She is now working full-time for My Kid Organization, a behavioral health, family-run organization. They connect with families with challenging issues around behavioral health. They provide respite and family support throughout the state.</p>	
7. Adjournment.	<p>The next SEAP meeting is scheduled for November 15, 2011.</p> <p>The meeting was adjourned at 3:02 p.m.</p>	7. Adjournment.

Summary of Panel Advisement:

Common Core and PARCC presentation
Will be a standing agenda item

Summary from Dispute Resolution

Topic	Discussion	Outcome
FFY 10 APR Update		
ESS Report (Standing Agenda item)		
ECSE Report (Standing Agenda Item)		
Ms. McDonald will investigate having a SEAP inbox created		